

INCLUSIVITY AND ACCESSIBILITY IN FEEDBACK AND ASSESSMENT

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‘Feedback is one of the most powerful influences on students’ learning’

(Winstone & Nash, 2019).

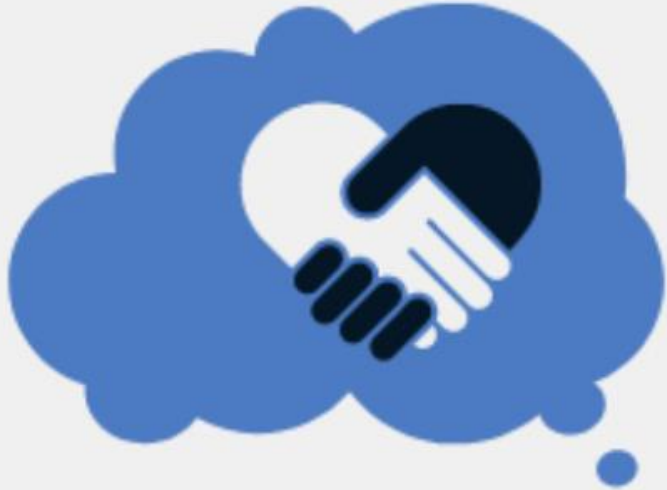
- In TFTS, around 50% of students engage with written or recorded assignment feedback.
- The aims of the project are:
 - To ascertain student understanding of the role of feedback
 - To maximise student engagement with feedback
 - To ensure staff familiarity with inclusive and compassionate feedback design and assessment criteria
 - To change current practices by adapting and standardising rubrics, feedback and assessment criteria considering the above.

3 strands of activity...

1. Student Voice

2. Masterclasses
for Staff

3. All day
workshop to
implement change



1. Student Voice

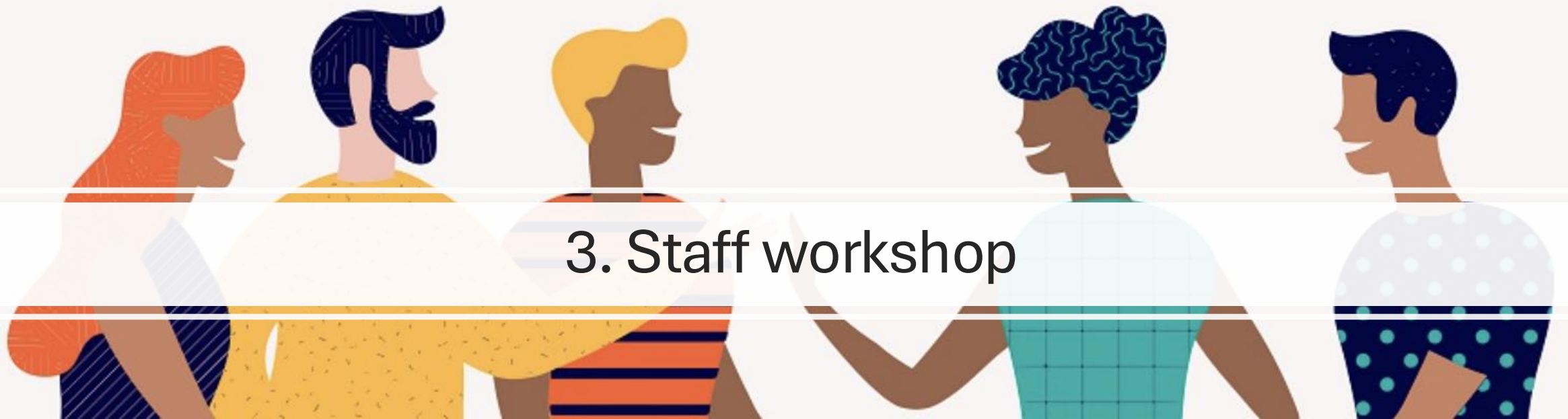
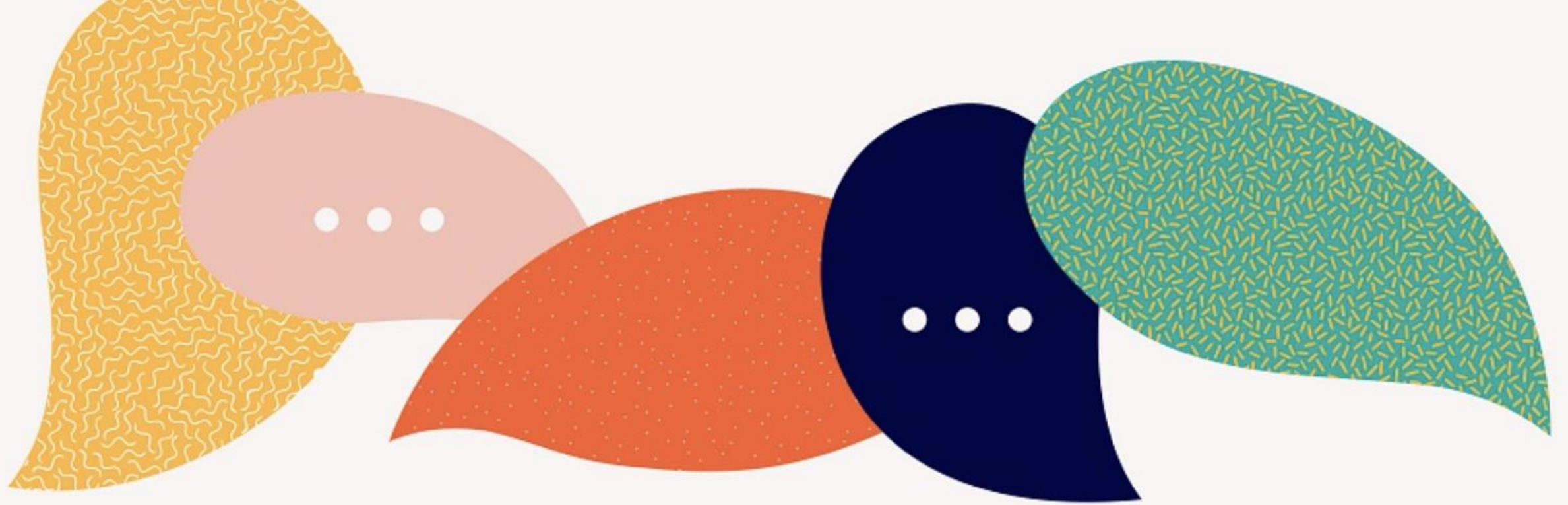
Welsh Student Voice Project





2. Masterclasses for Staff





3. Staff workshop

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Where we are...

- w/c 9th March
 - Discuss Unitu responses with SSCC
 - First meeting of Student Partners
- w/c 16th March
 - Focus Group recruitment
- w/c 23rd March – 1st May
 - Conduct focus groups
- 6th May – Professor Naomi Winstone Masterclass
- mid-May – Dr Liz Bunting Masterclass (tbc)
- End of June – All staff workshop
- September – Present at L&T conference
- By January 2027 changes inputted to Module Management

